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ABSTRACT

Part of a system by which local education agency (LEA) personnel may evaluate secondary and postsecondary vocational education programs, this fifth of eight components focuses on an analysis of the utilization of community resources. Utilization of the component is designed to open communication channels among all segments of the community so that cooperative efforts between the LEA and the business and industrial community can help provide students with the experiences necessary to develop work skills and attitudes requisite to on-the-job success, (e.g., by identifying potential resource personnel and facilities and sites for field trips, tours, and work stations). The component offers suggestions for defining the community to be served, procedures for analyzing community resources, utilization, steps for reporting and using collected data, and sample survey instruments for collecting information. Steps suggested in the evaluation process are identification of community resources and of resources being used by teachers, discrepancies between them, and recommendations based on findings. A glossary is appended. (Each of the other seven components and an overview guide, CE 011 609, are available separately.) (JT)

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COMPONENT 5

ANALYSIS OF COMMUNITY RESOURCES UTILIZATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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DATA-BASED LOCALLY DIRECTED EVALUATION

OE 011 614

DATA-BASED LOCALLY DIRECTED EVALUATION OF VOCATIONAL EDUCATION PROGRAMS

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COMPONENT FIVE

ANALYSIS OF COMMUNITY RESOURCES UTILIZATION

I. Overview

The purpose of evaluating the utilization of community resources is to determine the extent to which the LEA vocational personnel are using available resources. Community resources can greatly enhance vocational instruction by providing the instructor with numerous instructional options. Several examples of community resource use are field trips to local businesses and industries, guest speakers from business and industry, displays and demonstrations presented by representatives from business and industry, and media printed for and distributed by business and industry (i.e., films, training filmstrips, related cassettes, and brochures).

Guest speakers from business and industry can provide relevant information to students, especially when field trips to the actual business and industrial sites prove too expensive or time consuming. These speakers can relate actual experiences to a single class or to large gatherings of two or three classes meeting together.

Guest speakers may also present films or filmstrips as well as printed media pertinent to the business or industry they represent. An advantage of utilizing guest speakers is the elimination of students' absences from class for off-campus activities.

In addition to speakers, films, filmstrips, brochures, and other printed material may be available for use in the vocational classroom. Local automobile dealerships, for example, provide training films for automotive mechanics classes, and the local credit unions provide films on establishing and using credit. Manufacturers of filing materials and equipment distribute brochures on filing practices and procedures through local office equipment dealers. County agriculture extension agents can provide brochures on horticulture and seasonal crops. Analysis suggested by this component may reveal numerous other examples.

Since the major purpose of evaluating the utilization of community resources is to determine the extent to which the LEA vocational personnel are using local resources, the availability of community resources and the extent of their use should be determined. The data collected in this analysis will reveal discrepancies which may exist between available community resources and current resource utilization.

II. Suggested Procedures

Define the LEA Community

Each LEA must define "Its Community" in relation to the uniqueness of its program(s) before a successful evaluation of the use of community resources can be accomplished. The community of a particular LEA may be defined as the local district, county, multi-county, regional area, or major metropolitan area. The LEA may desire to further define its community in terms of available resources such as visitation sites, guest speakers, films, filmstrips, publications, and cooperative work stations. Agencies and individuals that have been known to provide such resources include:

- Business Organizations
- Industrial Organizations
- Government Agencies (local, state, and federal)
- Chamber of Commerce Organizations
- Labor Organizations
- Service Clubs
- Community Civic Organizations
- Youth Organizations
- Professional Organizations
- Media and Publications Centers
- Advisory Committee Members
- Parents
- Former Students

Identify Local Vocational Program Objectives

To identify the LEA's vocational program objectives, the evaluation team may use the district's general outline of comprehensive vocational program objectives and/or the individual program objectives from each school. A single listing of objectives for all vocational programs may be developed, or a separate list for each individual vocational program may be compiled. A sample form on which objectives can be listed is provided in Appendix A.

When the LEA's vocational program objectives have been determined, they may be used to identify community resources which will aid the LEA in achieving those objectives. It would seem desirable for the entire vocational faculty of the program being reviewed to be involved in this process.

Identify Useful Community Resources

With program objectives as a guide, smaller districts may wish to identify resources useful to the entire vocational program, while larger districts may choose to identify only those useful to one vocational program area at a time. Regardless of which direction is taken, the development of an instrument to identify resources that meet program objectives may eliminate confusion in the evaluation process.

In the development of such an instrument, the LEA team should formulate key questions which can be used to determine what resources are currently being used and evaluate

their effectiveness; for example, "Have guest speakers been used during the past year?" "Did their utilization meet program objectives?" Following this evaluation, the LEA team should use the compiled list of program objectives to develop a comprehensive listing of activities through which community resources may help meet program objectives (see Appendix A).

When the identification and listing of activities have been completed, a determination should be made of the availability of resources within the community to achieve local program objectives.

Determine by Survey Which Resources are Willing to Provide Assistance

The previously identified community resources should be surveyed to determine those agencies which are willing to assist the LEA's vocational personnel. Before conducting this survey, however, the team should compare the various methods of conducting surveys and select the method which is most appropriate to its situation. (Appendix C compares the advantages and disadvantages of the personal interview and the mail questionnaire.) In a metropolitan area or a community with a population of over 50,000, it may be more feasible to identify only those individuals, agencies, and organizations which relate to specific vocational programs before a survey is conducted. However, if the LEA is located in a small community where welding, for example, is

used in only two or three locations, a complete survey of all community resources may be undertaken. The team must therefore decide whether a survey should be conducted for each individual vocational program in the LEA, or whether a general survey should be conducted covering all vocational programs. Several steps should be taken prior to conducting the survey:

1. Secure the approval and active support of the school administration, including the local school board and citizenry.
2. Solicit assistance from local businesses and industry in conducting the survey.
3. Select the survey staff.
4. Develop a list of purposes and objectives to be accomplished in the survey.
5. Develop an overall public relations plan including adequate publicity of the fact that an occupational survey is to be conducted in the community.
6. Appoint and organize necessary working committees, (i.e., publicity, data collection, interview, tabulations).
7. Determine the specific information desired, based on the vocational program objectives.
8. Decide on specific procedures to be used in collecting the desired data.

Conduct a mail survey. If the survey procedure chosen

is questionnaire based, a cover letter will be needed to explain the nature of the survey. If this letter is written on the letterhead of an advisory committee member, response may be better. A well-written cover letter (see Appendix D) is a persuasive and motivating device, and should state why it is important for the respondent of give personal attention to its completion. The following points should be addressed when designing the cover letter:

1. State the purpose of the survey clearly.
2. Explain how the data will be used.
3. Explain the value of the survey to the community.
4. Identify the sponsoring agency or institution.
5. Include the investigator's name and the name of the survey sponsor.
6. Give explicit directions for completing the questionnaire.
7. Provide reasonable deadline for returning instrument.
8. Assure the respondent that the data will be handled confidentially.
9. Ask if a copy of the results of the survey is desired by the respondent (when this service is being provided).
10. Provide a pre-addressed, stamped return envelope.
11. Date all letters.
12. Sign the letters personally.
13. Use high quality copies or originals.

Finding the time to complete the questionnaire is sometimes difficult for business and industrial personnel. Therefore, when such questionnaires are developed and utilized, an understanding of the problems of the respondent is essential. The limitations of the questionnaire should be considered when deciding whether or not to use one. Some factors that influence maximum response are:

Clarity: Is the questionnaire concise enough so that the respondent will not have to use time "guessing" what is required?

Reader Interest: Will the subject be of interest to the respondent? If the reader is not interested, return will be unlikely.

Language: Is the questionnaire appropriately written for the particular target population? What are the language and vocabulary requirements of the responding clientele? Will the instrument be understood by the readers?

Neatness: Have the items been printed with crisp, clean type?

Efficiency: Does the questionnaire look professional? Are the questions presented in an attractive, uncluttered way? An orderly presentation of items helps the respondent to reply more efficiently.

Unity: Is the questionnaire easy to handle? In other words, is the instrument free of loose inserts, fold-outs, and requirements to cross reference particular items?

Utility: Are the directions for completing the questionnaire easy to follow? If a recipient is not afforded appropriate instructions on "how" and "what" to do, a large return cannot be expected.

Follow-up activities designed to increase the response and return rate of the survey questionnaire include:

1. Sending a second questionnaire with an appropriate cover letter at the end of the second week (see Appendix G).
2. Sending a third questionnaire with a cover letter reminder at the end of the third week.

From the respondent's point of view, the ease with which an instrument may be completed is very important, therefore, a critical analysis of the survey instrument should be completed prior to utilizing this method to obtain data (see Appendix C).

Conduct a survey by interview. In certain instances the local education agency may wish to collect data regarding community resources through personal interviews. Interview procedure differs considerably from the questionnaire technique, but the aim is still to obtain the desired

data with maximum efficiency and minimum bias.

Typically, a personal interview is preceded by telephoning potential respondents to set the stage for the interview. This first telephone contact acts like a questionnaire cover letter in which the interviewer tells why he wishes to interview the respondent. Normally, an interview appointment is made during the telephone conversation.

A data-collection questionnaire should be prepared prior to the interview (see Appendix G). When the interview is conducted, the interviewer should brief the respondent again as to the nature and purpose of the interview without creating any biased responses. He should explain the manner in which he is recording responses, and not let personal biases, opinions, and feelings affect his behavior. The interviewer should focus on data collection, and follow the interview format.

After the questionnaires have been returned or the interviews concluded, the evaluation team should consolidate and record the collected data for future reference. One method of retaining data is to establish a central file of available resources. A simple card file designed to meet local needs may effectively satisfy the requirement. When the card file system is used, cards should be designed to record data such as that shown on the example in (Appendix H).

Determine Present Use of Community Resources

Local vocational teachers should be surveyed to determine the extent to which identified resources are being used. To do this, the evaluation team should decide how to collect and record the information. Data cards and research file cards are useful for recording returned responses. The cards may also be used to record information on the current use of community resources. The instructor's comments concerning the value of the resource can be recorded on the back of these cards. It may also be desirable to record these data on the current utilization form as it is received (see Appendix J). Such recorded data will be used to conduct the discrepancy analysis between the available community resources and the current use of those resources.

Compare Available Community Resources With Those Actually Being Used

A summary sheet may prove useful in making the comparison between available community resources and current use of these resources. (Examples provided in Appendices L and N). Data previously recorded on resource file cards may be transcribed to the community-resources summary form.

The comparison of resources available with those actually being used may reveal discrepancies. When a discrepancy is noted, a discrepancy analysis should be conducted. The LEA evaluation should establish the criteria to determine whether unused community resources could help meet

program objectives. Appendix L may prove helpful in conducting this analysis. Previously recorded information may be transcribed to the appropriate columns for this purpose.

If specific unused resources are judged to be of potential aid in the achievement of educational objectives, it may be desirable for the LEA to incorporate the use of these resources into the educational program.

III. Using Evaluation Data

When the LEA has identified those community resources which are not being used, such information can provide a list of persons to be contacted. As these resources are explored, opportunities for field trips, speakers, media materials, auxiliary labortories, cooperative work stations, and full-time employment may open up.

Teachers may use facilities and personnel provided by the community to motivate student learning. As the students observe the relevance of course work to real jobs, the link between the classroom and the world of work should become clearer. Beyond the direct motivation and education of students, these new community contacts may actually provide permanent employment for program graduates.

Educators may wish to use community resources as a staff development experience. Interchange between resource personnel and teachers provides a chance for both to learn something new. Perhaps the need for additional vocational programs will emerge. A bonus outcome of this dialogue is improved public relations for the school.

Finally, the results of Community Resources Analysis may be used as a data base for continued reference and assessment. Once recorded, this data should prove to be a valuable tool for the vocational educator.

IV. Summary

When the data collected in the evalution of community resources are analyzed, the data will provide alternatives for educational decision making for the improvement of local vocational programs. If the analysis of community resources is to be beneficial to the LEA, the results must be used to help provide a carefully-planned, systematic way to acquaint students with the world of work. A spinoff that can be expected as a result of conducting this evaluation is that business, industry, and the community personnel will be more visible to the LEA staff and the available resources will be utilized more frequently.

The evaluation of community resources not only will help the LEA staff consider whether available resources are being currently used effectively, but also will identify new resources which will be helpful in achieving the LEA's objectives.

To aid the IEA in conducting an evaluation of community resource utilization, steps of procedure are suggested.

1.0 Determine the vocational program objectives for which the community resource assessment is to be made.

1.1 Use the district's general outline of comprehensive vocational program objectives.

1.2 Use individual program objectives for each vocational program.

1.3 List program objectives for community resource assesement.

2.0 Identify the types of community resources appropriate for use in meeting program objectives.

2.1 Utilize faculty to determine scope of analysis.

2.2 Formulate key questions to determine resources currently used and to evaluate their effectiveness.

2.3 Develop a comprehensive listing of activities through which community resources may provide input in meeting program objectives.

3.0 Determine the availability of identified community resources.

3.1 Compare methods of conducting surveys.

3.2 Determine the scope of the survey.

3.3 Select the method for conducting the survey.

3.4 Administer the survey and collect data from the responses.

3.5 Record on file cards the collected data.

4.0 Determine the extent to which the available resources are being utilized.

4.1 Utilize file cards for instructor comments concerning the value of the resources.

4.2 Compare available resources with current usage.

5.0 Conduct the discrepancy analysis.

5.1 Utilize faculty input to establish criteria for

identifying discrepancies.

5.2 Compare availability of resources to meet program objectives and determine if discrepancy exists.

5.3 Write recommendations for program improvement.

V. Sample Evaluation Materials

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APPENDIX A

SAMPLE COMMUNITY RESOURCES USEFUL IN ACHIEVING LOCAL EDUCATION AGENCY'S VOCATIONAL PROGRAM OBJECTIVES

Objectives of Vocational Education in the local education agency	Activity Using Community Resources which May be Useful in Achieving Objectives
1. To provide students with appropriate skills for handling personal finances.	a. Guest speakers on banking for consumer economics class. b. Field trip to local bank to expose students to the varuous services offered by bank. c. Film provided by insurance company on different types of insurance d. Brochures from local stock broker on investing in various kind of stocks and bonds.
2.	
3.	

APPENDIX B

COMMUNITY RESOURCES USEFUL IN ACHIEVING LOCAL EDUCATION AGENCY'S VOCATIONAL PROGRAM OBJECTIVES

Objectives of Vocational Education in the local education agency	Activity Using Community Resources which May be Useful in Achieving Objectives

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APPENDIX C

A COMPARISON OF THE INTERVIEW TECHNIQUE WITH THE MAIL QUESTIONNAIRE

ADVANTAGES OF USING THE INTERVIEW:

1. Feelings of the respondent are revealed.
2. Discussion about the causes of problems or solutions of problems is allowed.
3. The respondent is allowed maximum opportunity for free expression.
4. The interviewer can observe non verbal behaviors.
5. Respondents may provide personal information, attitudes, beliefs, and perceptions that might not be gained on a written statement.
6. A high rate of participation is provided.
7. The interviewer has an opportunity to follow-up or probe leads.
8. Individuals who cannot read, write, or see can participate.
9. Fewer individuals may be needed than for mailed surveys.

ADVANTAGES OF USING MAIL QUESTIONNAIRES:

1. Many individuals may be contacted at the same time, usually through the mail.
2. A questionnaire is less expensive than the interview technique.
3. Each selected respondent receives identical questions.
4. A written questionnaire provides a vehicle for expression without fear of embarrassment to the respondent.
5. Responses are easily tabulated.
6. People may answer at their own convenience.
7. There is no need to select and train interviewers.
8. People in remote or distant areas are reached.

DISADVANTAGES OF USING THE INTERVIEW:

1. Usually more expensive than a mailed survey for three reasons: training, transportation, and wages.
2. The method is time consuming.
3. Only a limited number of persons may be interviewed due to time and cost.
4. Quantification of results may be difficult.
5. Scheduling of interviews may be difficult.
6. Cost may be prohibitive.
7. Respondents might feel that they are being "put on the spot."
8. The interviewer may make subjective judgement about the responses.
9. The overall reliability of responses can be limited since respondents tend to answer truthfully those questions which are not embarrassing to them.
10. Interview responses are sometimes biased.

DISADVANTAGES OF USING MAIL QUESTIONNAIRES:

1. The investigator is prevented from learning the respondent's motivation for answering questions.
2. Respondents may be limited from providing free expression of opinions.
3. The collection of data from individuals who cannot read, write, or see is prevented.
4. The return of all questionnaires is difficult.
5. Complex designs cause poor responses or none.
6. The investigator is prevented from learning what causes a problem.
7. The name and current addresses of the target population are often not available.
8. A question may have different meanings to different people.
9. There is no assurance that the respondent actually completes the instrument.
10. Selections of the sample, per se, may cause biased results.
11. The questionnaire asks for long, outdated information.
12. Respondents may not complete the entire instrument.

Lists adopted from Orlich, D. C., Clark, P. A., Fagan, N. M., and Rust, G. A. Guide to Sensible Surveys. Olympia, Washington: Research Coordinating Unit, Washington State Commission for Vocational Education, July, 1975, pages 3, 5, 6, 7, 9, and 10.

APPENDIX D

COMMUNITY RESOURCES QUESTIONNAIRE COVER LETTER

(Letterhead of Advisory Committee Chairperson)

(Inside address)

Dear

Your Local Education Agency is attempting to improve the quality of vocational education, and your help is urgently needed. Students should have opportunities to explore a variety of careers to enable them to make wise decisions concerning career choices and to provide more realism in their education.

A comprehensive listing of community resources available to our vocational education program is being developed. The experiences you could provide students through a field trip to your business or an individual guest lecturer provided by your business would greatly enhance the schools' program in meeting students' career needs.

Would you please take a few minutes to complete the enclosed survey form. Even though your response to the survey may not be a commitment, it will help us in compiling a list of potentially available resources. Please return the survey in the enclosed pre-addressed, stamped envelope by (Date).

If you have any questions regarding the survey, please feel free to contact me at (Phone number).

Thank you for your support in this important endeavor,

Sincerely,

Advisory Committee
Chairperson

/mh

enclosure

APPENDIX E

COMMUNITY RESOURCES QUESTIONNAIRE (Mail)

The following pre-vocational and vocational programs are offered at the schools in your district:

Building Trades — Automotive Mechanics

Industrial Arts — Health Occupations

Business

In responding to the questions below, please include any areas which might be beneficial to students enrolled in one or more of the schools' district's occupational programs.

I. Reference Identification

Name:_____

Business:_____

Address:_____Zip_____

Telephone:_____

II. Resource Person(s) (Guest Speakers)

A. Are resource person(s) with specific occupational expertise available to visit school classrooms for the purpose of

1. Providing information about your company's operations __Yes __No
2. Providing information about their particular careers? __Yes __No

APPENDIX E-2

B. Which of the following grade levels of students would the resource person(s) prefer to visit?

6 - 8 ___ 9 - 10 ___ 11 - 12 ___

Vocational Technical ___ Community College ___

C. How many visits per school year would the resource person be able to make?

1 - 2 ___ 3 - 4 ___ 5 or more ___

D. How much advance notification do you need for arranging a visit to the school?_____

E. Who should be contacted to arrange details of the visit to the school?_____

III. Field Trips (Tours)

A. Would you allow groups of students to tour your facility? ___Yes ___No

B. Which of the following grade levels of students would you permit to tour your facility?

6 - 8 ___ 9 - 10 ___ 11 - 12 ___

Vocational Education ___ Community College ___

C. How many student tours per year would you allow?

1 - 2 ___ 3 - 4 ___ 5 or more ___

D. How many students per tour would you allow on each trip?

1 - 10 ___ 11 - 20 ___ 21 - 30 ___

31 - 40 ___ More than 40 ___

APPENDIX E-3

E. How much advance notice do you require for arranging a student tour of your facilities?

_____

F. Who should be contacted to arrange details for a student tour of your facilities?

_____
(name) (title)

_____
(phone)

IV. Auxillary Classroom/Laboratory Facilities.

A. Are you equipped to provide space and facilities for auxiliary classroom/laboratory use? YES__ NO__

B. Would you consider discussing auxiliary classroom/laboratory facilities with a representative of this institution? YES__ NO__

C. When would it be most convenient to meet with the institutional representative? Mon.__, Tues.__, Wed.__, Thurs.__, Fri.__. TIME_____

V. Student Employment

A. Would you consider allowing students to work part-time (for pay) through the schools' Cooperative Education Program? YES__ NO__

B. Would you consider allowing students to work for short periods of time (without pay) through the schools' Career Awareness Programs? YES__ NO__

APPENDIX E-4

VI. Other Media

A. Do you have any of the following media which you would permit the schools to use as resources?

Films____

Filmstrips ____

Slides____

Tapes____

Brochures ____

Other Printed Material ____

Other Media ____

B. For which of the following grade levels of students would the media be appropriate?

6-8 ____, 9-10 ____, 11-12 ____.

Community College ____, Vocational Technical____.

C. Who should be contacted to arrange details for the schools' use of media?

_____
(name)

_____
(title) (phone)

VII. Additional Resources of Value to Vocational Education.

A. Do you know of suppliers, distributors, or representatives of national businesses or industries who could serve the vocational education program? Please list.

APPENDIX E-5

(name of contact) (phone)

(name of organization)

(street) (city) (zip)

(name of contact) (phone)

(name of organization)

(street) (city) (zip)

(name of contact) (phone)

(name of organization)

(street) (city) (zip)

APPENDIX F

SAMPLE COMMUNITY RESOURCES QUESTIONNAIRE REMINDER LETTER

(Letterhead of Advisory Committee Chairperson)

(Inside Address)

Dear Employer or Supervisor:

HELP! We're looking for a missing questionnaire. Several days ago, you should have received a letter requesting that you complete and return a community resources questionnaire. If you have already returned the questionnaire, you have already helped and need not read further. We realize that questionnaires are easily misplaced or lost in the mail. Therefore, we are providing you with a second form for your convenience.

You may feel that you are only one person and that your input means very little, but one person can really make a difference. Your input will be helping your Local Education Agency plan a better vocational program for our community's student.

One missing questionnaire from a survey makes a big difference. If we're to have a meaningful survey, your ideas and comments are important. Won't you please take a few minutes of your valuable time to complete and return the enclosed questionnaire.

Thank you,

APPENDIX G

COMMUNITY RESOURCES QUESTIONNAIRE (Interview)

I. Reference Identification

Name: _____

Business: _____

Address: _____ State: _____ Zip: _____

Telephone: _____

II. Resource Person(s) (Guest Speaker)

A. Does your organization have a resource person(s) with specific occupational expertise available to visit school classrooms:

To provide information about your company's operation? ____Yes ____No

B. Would the resource person(s) visit grade levels

1. 6-8? ____
2. 7-10? ____
3. 11-12? ____
4. Vocational-Technical? ____
5. Community College? ____

C. Would the resource person(s) visit the school

1. Once or twice a year? ____
2. Three or four times a year? ____
3. Five or more times a year? ____

D. How much advance notification do you need for arranging a school visit? _____

APPENDIX G-2

E. Who should be contacted to arrange details of school visit?_____
(name) (phone)

III. Field trips (Tours)

A. Would you allow groups of students to tour your facility? ____

B. Would you permit tours of your facility by students in grade levels

1. 6-8? ____
2. 9-10? ____
3. 11-12? ____
3. Community College? ____
4. Vocational Technical?____

C. Would you permit student tours

1. Once or twice a year?____
2. Three or four per year? ____
3. Five or more per year? ____

D. How many students per tour would you allow

1. 1-10? ____
2. 11-20? ____
3. 21-30? ____
4. 31-40? ____
5. More than 40? ____

E. How much advance notification do you need for arranging a student tour of your facilities? ____

F. Who should be contacted to arrange details of a student tour?

IV. Auxiliary Classroom/Laboratory Facilities

A. Are you equipped to provide space and facilities

for auxiliary classroom/laboratory use? YES____ NO___

B. Would you consider discussing auxiliary classroom/ laboratory facilities with a representative of this institution? YES____ NO____

C. When would it be most convenient to meet with the institutional representative? Mon. ____, Tues.____, Wed. ____, Thurs. ____, Fri. ____. TIME:_____

V. Student Employment

A. Would you consider allowing students to work part-time (for pay) through the schools' cooperative work program? _____

B. Would you consider allowing students to work for short periods of time (without pay) through the schools' career awareness program?_____

Additional Comments:_____

_____

_____

_____

_____

APPENDIX H

SAMPLE RESOURCE FILE CARD

Vocational Program: Business Topic: Handling Personal Finances

Resource Type: Guest Speaker

Company: Rich Bank Contact Person:

Address: 100 Dollar St., Anywhere, FL

Telephone: 223-9576

Content: Discuss importance of budgeting, use of checking account, saving, and borrowing money.

Comment: Contact two weeks in advance to arrange school visit. Will make three visits yearly to school.

(Front Side)

Teacher Use & Evaluation Record

Date	Comment
3/11/	Very useful presentation -Request return visit next semester.

APPENDIX I

RESOURCE FILE CARD

Vocational Program: _____ Topic: _____

Resource Type: _____

Company: _____ Contact Person: _____

Address: _____

Telephone: _____

Content: _____

_____

Comment: _____

_____

(Front Side)

Teacher Use & Evaluation Record

Date	Comment

APPENDIX J

SAMPLE CURRENT COMMUNITY RESOURCES UTILIZATION FORM

Please list below the column heading, the information requested

Resource Type	Name of Course Using Resource	Appropriate Course Objective	Name of Contact Person	Address
Guest Speaker	Consumer Economics	To provide students with appropriate skills for handling finances	Mrs. Moneybags	Rich Bank 100 Dollar St. Anywhere, FL
Field Trip	Office Practices	To provide students with entry level employment skills	Mrs. Jonel McClousky	Capital Business Machines Co. Capital City, FL
Auxiliary Classroom				
Auxiliary Laboratory				
Distributors				
Media etc.				

APPENDIX K

CURRENT COMMUNITY RESOURCES UTILIZATION FORM

Please list below the column heading, the information requested

Resource Type	Name of Course Using Resource	Appropriate Course Objective	Name of Contact Person	Address

APPENDIX L

SAMPLE AVAILABLE COMMUNITY RESOURCE SUMMARY FORM

Vocational Program: Business

Guest Speaker	Field Trip	Student Grade Level	No. per year	No of Students	Consider Student Employment		Name of Contact Person	Address
					Paid	Unpaid		
X		Second. Voc-Tech. Com.Col.	5		x	x	Mr. Money Bags	Rich Bank Anywhere, FL
	X	Second. Voc-Tech. Com.Col.	3	1 to 30			Mrs. Jonel McClousky	Capital Business Machine Company Capital City, FL

APPENDIX M

AVAILABLE COMMUNITY RESOURCE SUMMARY FORM

Vocational Program:

Guest Speaker	Field Trip	Student Grade Level	No. per year	No of Students	Consider Student Employment	Name of Contact Person	Address

5-36

APPENDIX N

SAMPLE CURRENT COMMUNITY RESOURCES UTILIZATION SUMMARY FORM

Vocational Program: Business

Guest Speaker	Field Trip	Name of Contact Person	Address
X		Mr. Money Bags	Rich Bank Anywhere, FL
	X	Mrs. Jonel McClousky	Capital Business Machine Company Capital City, FL

APPENDIX O

CURRENT COMMUNITY RESOURCES UTILIZATION SUMMARY FORM

Vocational Program:

Guest Speaker	Field Trip	Name of Contact Person	Address

APPENDIX P

EVALUATION SUMMARY ON RESOURCE FILE CARDS

(This information may be contained on the reverse side of the Resource File Card).

Date Resource Used:_____

Instructors' evaluation summary of resource:

Consumer economics class of 26 students appeared to find the lecture interesting and asked many questions about banking procedures after the presentation. The information presented was relevant to what the class had been studying and reinforced many points which the text and teacher had previously discussed.

APPENDIX Q

SAMPLE COMMUNITY RESOURCES DISCREPANCY ANALYSIS

LEA Vocational Program Objectives (From Appendix A)	Community Resources Valuable to Accomplishment of LEA Objectives (From Appendix A)	Resource is Available (H)	Resource currently being used (H)	Discrepancy	Suggested Solutions
1. To provide students with appropriate skills for handling personal finances	Guest speaker on Banking for consumer economics class	yes	no	yes	Provide teachers with incentive to use available resources
2. To provide students with entry level employment skills	Field trip to Business Machine Company for office practice class	yes	yes	no	Find alternative source as similar as possible to one desired
3. To provide students with appropriate laboratory safety skills	Guest speaker on laboratory safety from Industry for welding class				Advise all welding instructors of availability of the resource and encourage use

APPENDIX R

COMMUNITY RESOURCES DISCREPANCY ANALYSIS

LEA Vocational Program Objectives	Community Resources Valuable to Accomplishment of LEA Objectives (From Appendix A)				Suggested Solutions

Bibliography

Glassner, L. E. Handbook for evaluation. Pittsburgh, Penn: Public Schools, Office of Research, 1969.

Wentling, T. L. Analysis of community resources local leader guide, no. 16. Locally directed evaluation. Springfield, Illinois: Division of Adult, Vocational and Technical Education, Illinois Office of Education, 1976.

Glossary

Auxiliary Laboratories: supplementary classrooms located off campus and provided by the community serving the local education agency.

Cooperative Work Stations: a place of business where a student is employed part-time and practices what he/she is being taught prior to completing his/her training program. The student is under the joint supervision of his/her teacher-coordinator and the employer. A training plan is cooperatively developed for use in planning the activities which the student-employee will perform while he/she is learning on-the-job.

Discrepancy: a difference between established standards of "what should be," the ideal, and "what is," the real.

Discrepancy Analysis: the process of comparing the data collected on "what is" with the standards established by the local education agency personnel or the local evaluation team.

LEA (Local Education Agency): the local school district, the local community college district, or other institutions with educational responsibilities.

Major Metropolitan Area: heavily populated areas/cities of the state (e.g., Jacksonville, Miami, Orlando, Tampa-St. Petersburg).

Multi-County: several counties joined together for a common purpose.

Regional Area: an area of the state covering several counties.